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MATERIALS FOR TEACHING ADULTS TO READ.

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AN EXTENSIVE SURVEY AND REVIEW OF THE MATERIALS AVAILABLE FOR TEACHING ILLITERATE ADULTS TO READ WAS CONDUCTED BY QUESTIONING PUBLISHERS ABOUT THE LITERATURE THEY PUBLISHED FOR THE ADULT BASIC LITERACY MARKET. BASED ON THE PUBLISHERS' REPLIES, THE FOLLOWING SIX ANNOTATED LISTS OF ADULT READING MATERIALS WERE COMPILED AND ARE PRESENTED--BASIC READING PROGRAMS FOR ADULTS, SUPPLEMENTARY SKILL BUILDERS, SUPPLEMENTARY EASY READING MATERIALS, U. S. GOVERNMENT PRINTING OFFICE PUBLICATIONS, MATERIALS FOR TEACHING READING TO FOREIGN BORN ADULTS, AND A SELECTED LIST OF PUBLICATIONS USEFUL TO LITERACY INSTRUCTORS. A CHECKLIST ACCOMPANIES EACH PROGRAM TO AID IN ITS EVALUATION. PUBLISHERS' ADDRESSES ARE GIVEN. REFERENCES ARE INCLUDED. (RH)

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MATERIALS FOR TEACHING ADULTS TO READ

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With the assistance of

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Research and Development Center
for Learning and Re-education
The University of Wisconsin
Madison, Wisconsin

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Center No. C–03 / Contract OE 5–10–154

PREFACE

The primary goal of the R & D Center for Learning and Re-education is to improve cognitive learning in children and youth, commensurate with good personality development. Through synthesizing present knowledge and conducting research to generate new knowledge, we are extending the understanding of cognitive learning and conditions associated with efficiency of school learning. Knowledge is being focused upon the three main problem areas of the Center: developing exemplary instructional systems, refining the science of human behavior and learning as well as the technology of instruction, and inventing new models for school experimentation, development activities, and so on.

As we began development of an exemplary instructional system in reading, we felt that further information about the materials available for different types of classes would be immediately valuable. Therefore during the spring and summer of 1966, members of the staff of the reading group of the Center conducted an extensive survey and review of the materials available for teaching illiterate adults to read. Materials for Teaching Adults To Read is a result of that survey.

We are indebted to the staff of the Instructional Materials Center of the University of Wisconsin and particularly to its director, Miss Lola Pierstorff, whose invaluable technical assistance and advice helped to make this study possible. We are indebted also to over 500 men and women who took the time necessary to answer our query about their adult basic education programs. Their answers made it possible to check empirically some of our own opinions about curriculum material needs.

Compilation of these numerous questionnaires was the task of Miss Eunice Nicholson. We are also grateful to her for participating in the collection and review of materials.

We are also grateful to our secretary Miss Susan Veleke and to the other secretarial personnel of the Center for their patient transcription of notes and revisions upon which this final copy is based. Through their competent hands passed over a thousand pieces of mail necessary for this study.

CONTENTS

		page
Introduction		1
List I.	Basic Reading Programs for Adults	6
List II.	Supplementary Skill Builders	32
List III.	Supplementary Easy Reading Materials	36
List IV.	U. S. Government Printing Office Publications	41
List V.	Materials for Teaching Reading to Foreign-Born Adults	43
List VI.	A Selected List of Publications Useful to Literacy Instructors	44
Publishers' Addresses		45

INTRODUCTION

Materials included in the several lists given are limited to those useful in the initial stages of reading instruction, that is, for the development of sufficient vocabulary skills and to enable students to progress independent of an instructor. Some writers have called this stage of reading development simply "the introductory stage" (Hayes, Lighthall, & Lupton, 1964). Smith and Smith (1962) have referred to it as the level of development where the "mechanics of reading" are taught. Other writers prefer to describe this developmental stage in terms of grade levels of accomplishment.

The reviewers felt, however, that grade level was neither an important nor necessarily a useful concept, though for evaluative purposes its abandonment creates some obvious problems. It is appropriate, therefore, to explain why recommended grade level, whether by the publisher or by an independent source such as another author, was not considered and why evaluations were not put in these terms.

To define level of reading difficulty, grade is most often thought of operationally in terms of a sequence of tasks to be accomplished and the linguistic restraints imposed upon reading materials. Thus, Task B, a competency assigned to the second grade, is taught after Task A and before Task C, which are assigned respectively to the first and third grades. Likewise, short sentences and short, frequently encountered words are used, reflecting reading, linguistic, and psychological limitations of children.

Readability level is usually determined by a complicated formula (Dale & Chall, 1948; Spache, 1953), part of which has reference to "easy" and "hard" words. Difficulty levels of words are determined by whether they are or are not included on a "standard" list. The most common standard lists are 1) the Dale (1931) list of 769 words common to both the International Kindergarten Union List (1928) and the Thorndike Teacher's Word Book (1931) first thousand words, and 2) the Dale list of 3000 words (Dale and Chall, 1948). Frequency counts made from one collection of materials will differ from those made from another, as Mitzel (1966) has demonstrated.

Mitzel selected materials adults actually read as the basis of her word count. She chose selections from material issued by the federal and local governments, newspapers, application blanks, store signs, menus, the Yellow Pages, comic books, general advertising literature, and religious tracts. Hers was not an accidental choice of sources, but a selection made from personal observations and interviews. She found that there was only a 66% overlap between her 5,000 word list and the first 5,000 words on the Lorge-Thorndike 30,000 word list. This raises the question of what criterion ought to be used for selecting materials in making frequency counts. Lists based on children's reading and children's conceptual needs, as Thorndike and Lorge and as Mitzel have recognized, will have different constituency from those based on adult needs.

Level of reading difficulty is also thought of in terms of the linguistic restraints imposed by immaturity. Short written sentences reflect the inability of children to use or comprehend involved sentence structure. However, sentence length itself is not known to be a restraining factor for adults, even culturally disadvantaged adults.

Use of reading grade level as a criterion of difficulty facilitates one kind of comparison between reading programs, just as the assignment of grade level of ability aids the teacher in determining how far the individual pupil has progressed in the developmental sequence. That it is an artifact has been demonstrated in the previous paragraphs. But as a standard criterion whereby all programs may be compared and as a means for making normative judgments about pupil progress, it has considerable utility for adult programs.

There are two importunate and unmet needs for the development of modern adult basic read-

ing programs. First, materials from all sources should be capable of being integrated. Convenience demands that there be a common yardstick for comparison. Second, standardized adult reading tests based on adult reading needs should be developed not only to facilitate entrance into adult educational programs, which is of particular importance to adult basic educators, but also to determine the level of reading competency in the adult population. Both needs are contingent in part upon the development of an unambiguous sequence of adequately described and, therefore, measurable adult reading behaviors.

PROCEDURES USED FOR THE COLLECTION OF MATERIALS

1. A list of publishers was compiled from several sources: the 1966 edition of Textbooks in Print, bibliographies supplied by nearly 500 school districts having adult basic education programs, and the resources of the Instructional Materials Center of the University of Wisconsin.

2. All publishers on the compiled list were polled. Three questions were asked: 1) did they publish materials which they would recommend for the adult basic literacy market, 2) did they intend to publish materials for this market in the future and, if the answer to either question 1 or 2 was yes, 3) would they furnish the Center with descriptive literature, etc. Many companies responded with complimentary copies of their materials.

3. When inspection of descriptive information and/or actual materials led to a decision to do a detailed analysis of materials, purchase was made through regular commercial channels. All were obtained through a local bookstore. One reason for this was to determine the availability of materials in a manner similar to that schools might employ. Inordinate delays, on the order of two or three months, would cast considerable doubt on the utility of a particular selection. For this purpose, partially filled orders can be considered as important as unfilled ones.

In choosing materials to be examined, considerable reliance was placed on the publishers' claims that their materials were useful for adult basic education. However, some materials obviously intended for the elementary school market were eliminated on the basis of descriptions and pictures furnished by the publisher.

WHY AN ADULT EDUCATION CHECK LIST?

Any description of materials leaves much to be desired in determining its utility. Utility, in turns out, is situationally relevant. On the other hand, we wish to make a variety of types of information and opinion available, all or some part of which might facilitate program development.

Accompanying each program notation and description, therefore, is the Check List to Evaluate Adult Basic Reading Materials. Its purpose is briefly and systematically to present facts common to each program and evaluative statements consensually arrived at by the reviewers. Thus, each program can be compared with every other program in a substantial number of ways. Briefly, then, these are the concerns reflected by the Check List:

Do the materials contribute to the widely held feeling among adult illiterates that "school" is for kids?

The reviewers took the stand that with few exceptions materials which reflect childhood interests would have little appeal to adults. They are, therefore, generally not reviewed and not listed.

Was important informational content being conveyed through the practice selections while reading skills were being learned?

The primary use of language for both readers and nonreaders is as a means of conducting social interactions. Social "meanings" are relatively imprecise though necessarily complex. The nonreader requires some training in using both oral and written language for the specialized nonsocial purpose of transmitting and receiving information to be used in and of itself.

From the psychological standpoint, learning to use language in a new way is but one aspect of adjustment to a new or relatively unusual role—that of student. From a psycho-linguistic point of view, the student—as opposed to any other role with the exception of teacher—is required to adapt himself to some rather strict language bounds both in the magnitude and precision of his utterances.

There is at least one other reason for using basic reading instruction to convey information. The changing relationship of many, if not most, illiterates from non-participating—that is, nonfunctioning—social members to self-sustaining responsible citizens requires both social ex-

perimentation with personally rewarding outcomes and new information about society. It is a reasonable and economical educational procedure to combine the kinds of information which will help the individual act efficiently not only as a student (i.e., as a user of precise language and a user of particular reading skills) but also as an adult citizen. An illustration of the kind of material which might be incorporated into a content and skill reading task is found in two newspapers, The Pacemaker and City Challenge, published by the Detroit Public Schools. The front page of Volume 1, Number 1, of The Pacemaker includes four articles and/or article leads on the following subjects: the high cost of living, the upcoming election in Michigan, legal obligations of citizens, and telephone numbers to use when different types of assistance are required. Characteristic of all four articles are their 1) readability; 2) factual orientation, including dates, telephone numbers, and references to specific laws and various amounts of money; and 3) citizenship information content.

How is the new pupil incorporated into the program and at what point in the program sequence does he enter?

That is, do all students have to begin at one place and go through the same sequence of lessons? Standardized adult reading tests are being developed by various private and public agencies. Until means are found to relate programs to these instruments, each program must have its own entry test, which can be used accurately and rapidly to place students with materials which are best suited to their level of accomplishment.

It is not uncommon, for example, to find illiterates who have learned to recognize some sounds in isolation but who cannot synthesize the separate sound elements into words. This developmental block is frequently accompanied by strong affect and signs of personality disruption. Therefore, analytic skills should probably not be emphasized in the early stages of instruction, if at all.

What is the source of vocabulary which the program introduces?

Vocabulary is one means educators have of comparing programs in the absence of grade level criteria. When considering the merits of a particular program, it is important to know not only the total size of the vocabulary introduced, in terms of the source used, but also the rate, in terms of the amount of practice, at which words are introduced.

Does the program contain enough practice materials?

One of the most frequently voiced criticisms of adult literacy programs is that reading skills and vocabulary are introduced too rapidly. Adult illiterates have not learned how to learn, so retention is likely to be poor. They are in fact inefficient learners who require considerably more exposure to skill than school children of comparable ability. Provision for overlearning reading skills may be as important as how they are introduced. Therefore, workbooks and exercises should be constructed which provide for the needs of even the more inept learners.

How is progress assessed?

Adults who have a history of educational failure tend to perform poorly on examinations. It is, therefore, desirable to make evaluation an intrinsic part of the program. It is important also that pupils see how well they are doing and that such evaluation be frequent because the pupil who has previously failed will tend to be discouraged easily and often.

Are other language arts skills taught in conjunction with reading?

Reading is not an isolated skill. Appropriate writing, spelling, and speech practice should be provided to reinforce learned reading habits, and all should be taught in well integrated units.

How does the pupil gain self reliance and self respect?

While most authorities agree that it is necessary for the illiterate to have frequent encouragement from teachers, it is also desirable for him rapidly to develop independence from the judgment of others (note Skinner, 1954). If programs depend on group participation for their success, group work should be directed toward stimulating the individual without inhibiting the slow or indifferent learners, who need special encouragement.

What provisions have been made to test the materials previous to their being offered for sale?

The sequence of material development should include a trial stage in which the participating

audience is essentially similar to that for which the program is contemplated. By way of example, materials designed to teach English as a second literate language have been used in adult basic education programs; yet, the nonreader and the nonreader of English differ in motivation and academic ability. Literates have learned how to learn through written language and how to be successful students. Such materials, then, may be appropriate for one group, but not for the other.

Different types of materials require different provisions for adequate try out. Programed materials require highly specific kinds of responses. Goals are operational. It is, therefore, possible to use a relatively small population for testing-out purposes. Trying out new materials should, perhaps, include consideration of some of the less easily systemitized variables, such as pupil interest and enjoyment and ease of use. Materials which have been designed for and tested on a particular audience should also be revised according to the experimental findings.

Has the material been published with some consideration for the audience?

The following aspects of printed materials have often been neglected by publishers. Type face should be pleasing and contribute to the learning process. The individual page should not be cluttered and distracting, but simple and distraction free. Paper should not yellow and turn brittle rapidly. The pages of adequately bound books should not tear free with hard use.

Are there illustrations which facilitate instructions?

Beginning reading materials employ illustrations in a variety of ways. They can help communicate in general what a passage or story is about; they can portray specific incidents; and they can also dramatize new words presented in the unit. The relevancy of particular illustrations depends largely on the way lesson materials are intended to be utilized. Where class discussion is planned as a means for introducing content, pertinent illustrations may serve to help the teacher organize his presentation. Where students work independently, illustrations which aid in either developing vocabulary or obtaining meaning from relatively difficult passages are most appropriate.

Do the manuals describe the program in detail?

Appropriate contents will depend partly on the nature of the program. Some information is particularly useful to the teacher: the author's organizational plan, teaching methods which have been found particularly successful with this material, and, where the teacher is to play a major part in instruction, complete and specific lesson plans.

ORGANIZATION OF CONTENTS

Reading programs are described under an alphabetical list of publishers in List I. Supplementary skill building and reading practice materials are listed separately by topic in List II and List III. Other materials that may be useful are given without annotations: List IV, U. S. Government Printing Office Publications, and List V, Materials for Teaching Reading to Foreign-Born Adults. A selected list of recent professional books is also included in List VI. It is limited to publications that will be helpful to all teachers of adult illiterates. Some contain background information, while others detail specific techniques of instruction. Publishers' addresses are given in a final list.

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LIST I

BASIC READING PROGRAMS FOR ADULTS

Included here are programs for teaching basic reading skills to adults, listed by publisher. A completed Check List to Evaluate Adult Reading Materials follows each system. The complete Check List includes fifty items; but certain of the items are not applicable with all systems, so in practice the lists range from thirty-odd to fifty items. The complete Check List is given first for information purposes. Publishers addresses are given after List VI. Series names are set entirely in caps.

Check List to Evaluate Adult Basic Reading Materials

yes no 1. materials have an adult appearance
yes no 2. covers mark the owners as illiterates
yes no 3. contents reflect adult tastes and interests
yes no 4. contents reflect adult basic education need for acculturation and resocialization
yes no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
yes no 6. presents citizenship or civic responsibility content
yes no 7. presents problems of social adjustment
yes no 8. presents special information such as technical content suitable for specific trades or job descriptions
yes no 9. suitable for English as a second literate language class
yes no 10. placement test(s) included in materials
yes no 11. placement test easily administered
yes no 12. placement test quickly places individual into materials at appropriate level of difficulty
yes no 13. materials programed
yes no 14. includes practice reading materials
yes no 15. practice readings are short
yes no 16. practice reading includes comprehension questions
yes no 17. failure in program difficult
yes no 18. sequentially organized skill building
yes no 19. includes phonic skill training
yes no 20. includes context skill training
yes no 21. includes word analysis skills by word form
yes no 22. includes dictionary skills
yes no 23. includes other fact locating skills such as reading telephone directories
yes no 24. includes map or graph reading training
yes no 25. includes list of vocabulary introduced
yes no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes no 27. vocabulary list analyzed according to frequency by standard list, i.e., how many taken from 1st 500, etc.
yes no 28. includes teaching manual
yes no 29. manual includes lesson plans
yes no 30. manual includes teaching methods
yes no 31. manual describes organization of material
yes no 32. provides means for self evaluation
yes no 33. self evaluation is frequent
yes no 34. self evaluation is part of learning program
yes no 35. includes handwriting training and practice
yes no 36. includes speech training and practice
yes no 37. pupil works mainly by himself with minimum of teacher help
yes no 38. group work supports the effort of individual
yes no 39. materials have been field tested
yes no 40. population upon which materials tested is described

yes no 41. results of field testing are reported
yes no 42. materials have been revised according to results of field testing
yes no 43. illustrations augment instruction
yes no 44. illustrations are tasteful
yes no 45. illustrations are clearly and unambiguously related to text
yes no 46. materials are durable
yes no 47. materials are inexpensive
yes no 48. materials are consumable
yes no 49. style of type is pleasing
yes no 50. layout design is pleasing

Affiliated Publishers, Inc.

FIRST STEPS IN READING ENGLISH, 1959
Christina M. Gibson and I. A. Richards

This is a linguistic, unprogramed series. The introduction of sounds, symbols, words, and sentence types is carefully controlled. Handwriting is neither taught nor required in the exercises. The materials were written for children, but they should be palatable to adults.

First Steps is a series of four books with workbooks. At the beginning of the series short sentences, using a limited number of letters, are introduced in conjunction with stick figure drawings. Very gradually the student is introduced to more letters through other words and to more sentence patterns. Exact sentence meaning is taught by making the sentences verifiable through action pictures.

After the student studies a lesson, he draws the picture in the workbook that the directions—using the same words that he has studied in the book—call for. Therefore, in a rather painless way the student's comprehension of the sentences he has read in the books is checked.

Four filmstrips are correlated with the lessons in the four books and workbooks. They may be used as review or as introductory material for the lessons in the book, because they contain the same sentences.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
yes 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
no 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 28. includes teaching manual
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
no 35. includes handwriting training and practice
no 36. includes speech training and practice
yes 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

THE MOTT BASIC LANGUAGE SKILLS PROGRAM, 1966
Byron E. Chapman and Louis Schulz

The program is a phonics-linguistic approach, with the emphasis upon individual reading and writing rather than group work. The time recommended for completion of the beginning basic skill program is 60 hours for 300A and 60 hours for 300B. The complete program extends through the twelfth grade level.

Basic Language Skills—300A

Although cursive writing practice is first taught to familiarize the students with the alphabet, handwriting practice is scattered throughout the 300 Series.

Consonant and blend sounds are taught through use of sample words associated with photographs. The short vowels are presented in word families, which the student reads orally and writes. Some essential rules of grammar are taught deductively. Sample forms are included to give the students practice in everyday reading and writing situations, such as filling out application blanks and checks. The book is concluded with a story several paragraphs in length and comprehension questions.

Basic Language Skills—300B

Vowel diagraphs, followed by long vowel sounds, are taught by the same procedure as the short vowel sounds in 300A. The major change in 300B is the frequent inclusion of reading selections several paragraphs in length with comprehension questions. Likewise, grammatical rules receive more emphasis. Fewer photographs are used, so the students are forced to depend on reading alone to get meaning.

Word Bank—300

The Word Bank is a collection of photographs of 200 objects familiar to most adults. The printed name of each object—in upper and lower case manuscript and in cursive—is taught by association. Spelling tests are included for each 25-word unit. The book is optional in the 300 Series program.

Instruction Manual—Series 300

In addition to practical suggestions on how to introduce new material and how to handle classroom problems, the manual includes lesson plans for 300A and 300B. Once the pattern of procedure is established, the lesson plans are less extensive, consisting mainly of enrichment activities.

Teaching Adults to Read

This is a supplementary orientation book for the inexperienced teacher of adults at the beginning level of basic skills development. Both methodological and sociological-psychological considerations are discussed. Also included are a list of enrichment materials available from other commercial sources and placement and diagnostic tests.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class

yes 10. placement test(s) included in materials
yes 11. placement test easily administered
yes 12. placement test quickly places individual into materials at appropriate level of difficulty
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
yes 26. vocabulary taken from a standard frequency list such as Lorge or Mitzel list.
no 27. vocabulary list analyzed according to frequency by standard list, i.e., how many taken from 1st 500, etc.
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods
yes 31. manual describes organization of material
no 32. provides means for self evaluation
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
yes 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
yes 39. materials have been field tested
no 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
no 49. style of type is pleasing
no 50. layout design is pleasing

American Incentive to Read

AMERICAN INCENTIVE TO READ MATERIALS, 1965

These materials include workbook-type exercises and coordinated phonograph records. Although a teacher is required to start the lessons, the student learns the letter sounds through the records, which provide dialectical uniformity. The estimated time for completing the program is 125 hours.

S.P.A.C.E. Test

This diagnostic test—Structural Phonics Affecting Comprehension of English—is intended to be given at the beginning of the program to determine the student's weaknesses in phonics skills. An Examiner's Copy is also available, with directions for administration and scoring. Matrices may be obtained to facilitate scoring.

Student Text, Books 1 and 2

At the initial stage, short vowels are studied in simple words that require combination with only the regular consonants. A small number of sight words is also taught. Small drawings are used to introduce new letter sounds; the initial letter of the object name has the sound. The sound is enunciated by the teacher and then by records; finally the student sees it printed in his book.

Teaching Text

Besides providing detailed lesson plans, the teaching text includes an outline of good practices for the untrained teacher.

Student Supplement

The supplement includes five progress tests in phonics skills, the first two of which are administered by records to equalize the students' chances for success until they become accustomed to the instructor's speech. Scoring and evaluation services are available for a fee, or the tests may be scored by the instructor. A Dictionary of Sounds is also included, with drawings and examples of words containing the variety of sounds for each letter and diagraph. The record and page number where the material was originally taught is included.

Record Album

The set of 24 correlated records is an integral part of the program.

no 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education needs for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job description
no 9. suitable for English as a second literate language class
yes 10. placement test(s) included in materials
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yes 46. materials are durable
no 47. materials are inexpensive
no 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

Behavioral Research Laboratories

Reading, Series I, 1966
M. W. Sullivan

Reading, Series I, consists of four consumable workbooks, four correlated readers, a placement test, and a teacher's guide. Teachers may also wish to purchase a booklet describing the use of programmed texts in the classroom prepared by Behavioral Research Laboratories as an introduction to the subject. The complete program requires no teaching experience for group or individual work.

This is a programmed series which assumes some knowledge of the alphabet and pre-reading letter and word discrimination skills. Words are taught primarily as pairs of words and phrases through discrimination of different short vowels and object pictures. Short sentences are then formed using pictures as prompts. As new words are learned, they are combined in various syntactical structures. For example, can is learned as an isolated noun and also as a verb. Later, long vowels, some inflected endings, and a few initial consonant word elements are learned as discriminating elements.

Before the workbook sequence is continued, an accompanying reader accords more practice. Pupils alternate, reading first one programed text and then its correlated reader. Teacher-pupil interaction is encouraged by general questions the teacher may ask.

Program placement is accomplished through short tests which reproduce items contained in the programed sections. Thus, the tests have face validity. Test format facilitates ease of scoring and rapid placement in appropriate work. This provision for rapid program placement is considered by the examiners to be important in preventing too easy or too difficult beginning instruction and subsequent dropouts.

no	1.	materials have an adult appearance
no	2.	covers mark the owners as illiterates
no	3.	contents reflect adult tastes and interests
no	4.	contents reflect adult basic education need for acculturation and resocialization
no	5.	presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no	6.	presents citizenship or civic responsibility content
no	7.	presents problems of social adjustment
no	8.	presents special information such as technical content suitable for specific trades or job descriptions
no	9.	suitable for English as a second literate language class
yes	10.	placement test(s) included in materials
yes	11.	placement test easily administered
yes	12.	placement test quickly places individual into materials at appropriate level of difficulty
yes	13.	materials programed
yes	14.	includes practice reading materials
yes	15.	practice readings are short
no	16.	practice reading includes comprehension questions
?	17.	program difficult for adults (Note: May be difficult; reports of field testing needed.)
yes	18.	sequentially organized skill building
no	19.	includes phonic skill training
yes	20.	includes context skill training
yes	21.	includes word analysis skills by word form
no	22.	includes dictionary skills
no	23.	includes other fact locating skills such as reading telephone directories
no	24.	includes map or graph reading training
no	25.	includes list of vocabulary introduced
no	26.	vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes	28.	includes teaching manual
yes	29.	manual includes lesson plans
yes	30.	manual includes teaching methods
yes	31.	manual describes organization of material
yes	32.	provides means for self evaluation
yes	33.	self evaluations is frequent
yes	34.	self evaluations is part of learning program
no	35.	includes handwriting training and practice
no	36.	includes speech training and practice
yes	37.	pupil works mainly by himself with minimum of teacher help
no	38.	group work supports the effort of individual
no	39.	materials have been field tested
no	40.	population upon which materials tested is described
no	41.	results of field testing are reported

no 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
no 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable (workbooks)
yes 49. style of type is pleasing
yes 50. layout design is pleasing

Collier-Macmillan International
(also available from New Readers Press)

THE NEW STREAMLINED ENGLISH SERIES, 1966
Frank C. Laubach, Elizabeth Mooney Kirk,
and Robert S. Laubach

New Streamlined English is a programed series using the Laubach literacy system. Five workbooks provide training in the recognition of letter sounds, vowel sounds (long, short, "other"), and sounds of some consonants. The sequence is similar to that in the Streamlined English Series, revised edition. Writing practice is integrated into units, however, unlike that series. The teacher's manual was not available at the time this bibliography was prepared. Laubach Literacy, Inc. recommends a short literacy course for instructors. Therefore, the series probably should not be used by untrained teachers. As with all Laubach materials, type size appears inordinately large. However, Laubach may have found this contributes to program success.

From examination of Skill Book 1, it would appear this is the most carefully designed and printed series from the aesthetic point of view. Materials have an adult appearance. They are like numerous other workbooks which adult students might use. The series would seem not to provide a placement test, however. This drawback might be remedied by several means competent instructors might devise, including having the student read some of the practice passages to estimate level of competence. Perhaps this is suggested in the manual.

The series includes the following: Part 1: five skill books, five correlated readers, teacher's guide, and wall charts; Part 2: two readers containing practical writing practice and teacher's guide.

No evaluation - all materials not on hand

Croft Educational Services

HOME AND FAMILY LIFE SERIES, 1949
Emma Lewis Bright and Eva Cornelia Mitchell

The series takes a whole word and sentence approach to reading. Special effort is made to be inter-racial in story content and illustrations. No specific time allotments are suggested.

Reading Placement is a short test of word recognition and sentence comprehension designed to provide the teacher with a brief indication of students' reading ability, which will be useful in grouping and in selecting appropriate reading materials.

Readers 1-4—A Day with the Brown Family, Making a Good Living, The Browns at School, and The Browns and Their Neighbors—are divided into units dealing with the activities of the Brown family. The units are not subdivided into short stories, but each page is self-contained and is illustrated. Detailed lesson plans are given in Three Instructional Tools for Teachers. The emphasis is upon building a sight vocabulary and oral discussion of the subject matter.

Learning to Read Better, a workbook which accompanies the first reader, stresses the development of immediate recognition of words and phrases introduced in the reader and provides training in auditory and visual perception and comprehension skill development.

The Language Workbook, designed to accompany the four readers, provides practice in writing, basic grammar, and oral expression. The reading that is done in connection with these exercises depends upon sight recognition of the words. The content focuses upon such practical skills as using the calendar and writing letters.

Three Instructional Tools for Teachers serves as a detailed teacher's guide for Reading Placement, Learning to Read Better, and Readers One, Two and Three.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterate
yes 3. contents reflect adult tastes and interests
yes 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
yes 6. presents citizenship or civic responsibility content
yes 7. presents problems of social adjustment
no 8. present special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
yes 10. placement test(s) included in materials
yes 11. placement test easily administered
yes 12. placement test quickly places individual into materials at appropriate level of difficulty
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
no 19. includes phonic skill training
yes 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods
yes 31. manual describes organization of material
no 32. provides means of self evaluation
yes 35. includes handwriting training and practice
yes 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the efforts of individual
yes 39. materials have been field tested
yes 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
no 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
no 49. style of type is pleasing
no 50. layout design is pleasing

Encyclopedia Britannica Press

WORDS IN COLOR, 1962
Caleb Gattegno

Words in Color is a preliminary reading program using 47 different colors to introduce the 47 different English sounds. The approach is basically phonic. Word patterns are introduced linguistically. Sounds are first learned in isolation in the usual pattern of short vowels with some consonants. These are combined into words which are combined into short sentences. Irregular signs or sounds are then introduced.

Two manuals are provided for the teacher. One is devoted to the general approach, its origin and its psychological justification. The second contains teaching methods and lesson plans.

The sounds are introduced through a sequence of 21 colored wall charts. A second set of charts presents the vowel and consonant sounds and their variant spellings. Syntactical practice is provided by 1,356 different word cards, in which each part of speech is represented by a different colored card. Pupils combine the cards to form sentences.

Each pupil receives a series of three workbooks. Book 1 contains the short vowel sounds and four consonant sounds, which are combined into phrases and short sentences. Book 2 enlarges on this treatment, introducing all the regular vowel and consonant spellings with a greater number of practice words and sentences. Book 3 introduces the reading and writing of more unexpected graphemic representations the student has learned through the wall charts. Each successive chart elaborates upon the preceding chart through the addition of major symbol relationships and an increasing number of variants. After completing Books 1 and 2, students begin a soft cover book of stories for more practice. Fourteen work sheets in soft cover books follow class lessons, workbooks, and stories. Each sheet, to use the publisher's terms, "comprises several pages in the workbook and a variety of activities."

The program is devoted basically to teaching word analysis and syntax; practice in connected reading is limited. The program is not designed as a package to cover basic literacy. Teachers should plan to use other series to continue instruction.

no 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
yes 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods
yes 31. manual describes organization of material
no 32. provides means for self evaluation
no 33. self evaluation is frequent
no 34. self evaluation is part of learning program
no 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
yes 39. materials have been field tested
yes 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
no 43. illustrations augment instruction
yes 46. materials are durable
yes 47. materials are inexpensive
no 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

Follett Publishing Company

COMMUNICATIONS, 1965
Dr. Josephine Bauer

Through the use of linguistic patterns the student is taught the letter sounds and words, primarily through writing. The materials are not programed, and no specific time allotments are made. Although materials were ordered through the usual commercial channels, delivery of the complete set was not made. Therefore, the evaluation is based upon Getting Started—Communication I only. The complete series includes: Getting Started (levels 0-2), On the Way (levels 3-4), and Full Speed Ahead (levels 5-6). No teacher's manual is provided, but instructions are printed on each page of the books.

Getting Started

Instruction begins with the alphabet. Students learn to produce upper case manuscript and upper and lower case cursive letters in the initial lessons. Then they are introduced to the roman alphabet used in printed materials and to short, regular words. Most of the words have but one syllable, with a "short vowel" and the most common consonant sounds. Phonic skills, primarily the analysis of phoneme groups, are introduced with a linguistic rationale. Much writing practice, rather than extensive reading of passages or stories, is used to reinforce learning.

no 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
yes 4. contents reflect adult basic education need for acculturation and re-socialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
yes 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard list such as the Lorge or Mitzel list
no 28. includes teaching manual
no 32. provides means for self evaluation
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
no 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout is pleasing

READING FOR A PURPOSE, 1965
J. B. Adair and R. L. Curry

Reading for a Purpose is a one volume language arts program for classroom use. The integrated lessons include reading, handwriting, and English usage. Instruction is initially through the whole word approach. Later lessons include inflected endings and initial consonants, including blends. A single basic format is used for each reading lesson. The teacher introduces a large number of new words taken from the accompanying story by writing them in isolation on the chalkboard. The story is then read. Since many new words are introduced, often more than twenty, and since all reading selections are short, usually less than half a page, the number of times a new word is met in context is extremely small. In part this is rectified by exercises, some of which also introduce content and writing skills. Handwriting practice is also limited to following some models presented by the text. Pupils probably will require more letter formation practice than is provided, unless they have had some previous handwriting instruction. Lessons are provided in map reading and dictionary use. However, neither subject is covered in the depth sixth grade proficiency, the level claimed by the publisher, would seem to require.

The rapid introduction of words and skills and the paucity of practice materials make the use of correlated materials from other sources mandatory. No provision is made for entry into the program other than at the beginning. Neither is there provision for the pupil to assess his own progress. Assessment of pupil progress will require construction of correlated exercises or use of a standardized test.

The story content of the lessons is appropriate to an adult audience. Social skills necessary for developing coping behaviors are treated, though not in depth and not extensively. For example, budgeting and good health are each the subject of one lesson consisting of a few paragraphs; yet budgeting is a chronic problem among the socially disadvantaged, while poor health and poor health habits are endemic.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
yes 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
yes 20. includes context skill training
yes 21. includes word analysis skills by word form
yes 22. includes dictionary skills
yes 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
no 30. manual includes teaching methods
yes 31. manual describes organization of material
yes 32. provides means for self evaluation
no 33. self evaluation is frequent
no 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
yes 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction

yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
no 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout is pleasing

SYSTEM FOR SUCCESS, Book 1, 1965
R. Lee Henney

This program covers the areas of reading, writing, spelling, arithmetic, and English usage. The goal is fourth grade level of proficiency in these skills. Both phonic and linguistic methods are employed for reading instruction. Phonics lessons, the first step of instruction, take the form of drill charts. Letter sounds are learned first, then blends at the beginnings of words; and finally word families are learned by the substitution of different initial elements. Practice in sentence reading does not begin until the student has developed a considerable repertoire of words and word attack skills through use of the charts. Arithmetic lessons are in a separate section. These lessons combine reading problems with calculation practice, up to and including multiplication and division of whole numbers. The English usage section contains practice for competency in those skills necessary for letter writing, such as abbreviations, capitalization, punctuation, and letter form, as well as recognition of appropriate verb forms and tenses. Lessons on sentence structure contain grammatical terminology not usually found in basic literacy programs.

Content of the reading practice selections is keyed to the tasks of young adults. System for Success, Book 1, is suitable for small groups, and it is a program which requires competent instruction. It may have to be supplemented by additional, correlated reading practice.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
yes 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice reading includes comprehension questions
yes 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel List
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods
yes 31. manual describes organization of material
no 32. provides means for self-evaluation
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
yes 39. materials have been field tested
yes 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
no 43. illustrations augment instruction
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
no 50. layout design is pleasing

Men in the Armed Forces MB 001, 1956

Servicemen Learn to Read MB 001.2
Lowry W. Harding and James B. Burr

The reader, Men in the Armed Forces, and its accompanying correlated workbook, Servicemen Learn to Read, utilize the whole word method of instruction and are specifically designed for the armed forces. Structural analysis is also introduced as a word attack skill. The reader contains stories particularly pertinent to military life. A sight vocabulary is built through simple sentences and workbook exercises. A set of large drill cards is used to present all new words. The cards contain sentence fragments and phrases. The workbook directions for instructors and the types of exercises are explicit enough for untrained teachers. Both the reader and the workbook include a considerable amount of coordinated practice materials. Cursive writing charts in the workbook are not elaborated upon, so non-writers will probably require supplementary practice. These books have soft covers, but they are substantially constructed.

yes 1. materials have an adult appearance
yes 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
yes 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
yes 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice readings include comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
no 19. includes phonic skill training
yes 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge of Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
no 30. manual includes teaching methods
yes 31. manual describes organization of material
no 32. provides means for self evaluation
no 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the efforts of individual
yes 39. materials have been field tested
yes 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
no 43. illustrations augment instruction
no 44. illustrations are tasteful
no 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable: workbook
yes 49. style of type is pleasing
yes 50. layout design is pleasing

ENGLISH LESSONS FOR ADULTS, 1966
Jewel Varnado and Philip J. Gearing

The series begins with a whole word approach, but phonics and structural analysis skills are soon introduced. Very brief notes to the teacher are provided at the back of the books. No time allotments are made. Because Books 2 and 3 were not available at the time of publication, the evaluation is based on the first book only.

Book 1

After learning to print, the student practices printing a few sight words that are learned in association with pictures. He learns to spell the words through repetition, by copying them, and by supplying missing letters. After studying the distinction between vowels and consonants, he learns the letter sounds by associating the names of drawings of sample objects with the beginning letter-sounds. He is introduced to phonics by studying letter sounds in different positions in the words in his sight vocabulary. Some structural analysis skills are included later in the sequence.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
yes 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
yes 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual (Note: Very brief directions to the teacher are given at the end of the book.)
yes 29. manual includes lesson plans
no 30. manual includes teaching methods
no 31. manual describes organization of materials
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text (Note: A few illustrations are not directly related.)
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

Holt, Rinehart and Winston, Inc.

ADULT BASIC EDUCATION: FIRST SERIES
Ellen C. Henderson and Twila L. Henderson

Both reading and writing instruction are included in the two unprogramed, soft cover books. The method of teaching reading is linguistic and phonic, emphasizing spelling as an integral part of learning to read and write. No time limits for completion of the materials are specified.

Learning to Read and Write, 1965

From the beginning the authors stress proper eye movements and "inner speech." The first is established by encouraging the students to dwell no longer than necessary on a word and by teaching phrase reading early in the sequence. "Inner speech" involves the rapid recognition of unknown words by the consonant framework; but stress is always placed upon getting the meaning directly from known words without pronouncing them.

At the beginning stage, words are taught as wholes, mainly by association with pictures, to establish word meaning relationships; the alphabet is taught; and proper eye movement habits are established. The basis for recognizing new words is generally through the consonant sounds. Rules for sounding consonants are taught deductively. Then the students are given skeleton words, with the vowels omitted, for recognition practice.

The book also includes some work on structural analysis and correct pronunciation. Printing is taught at the beginning of the book, but cursive writing is stressed throughout. At the end of the book extended reading selections about one family are presented. Although no comprehension exercises are included, there is some work in word study. A teacher's guide is provided at the end of the book.

Learning to Write, 1965

This workbook is described by the authors as a complete handwriting instruction and practice book. The first section of the book deals with manuscript writing. The letters are grouped according to shape and students are encouraged to practice until making the letter forms has become automatized. Then the transition to cursive writing, to which the second section of the book is devoted, is made.

yes 1. materials have an adult appearance
yes 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
yes 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
yes 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel List
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods

yes 31. manual describes organization of material
no 32. provides means for self evaluation
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
no 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

ELEMENTARY EDUCATION FOR ADULTS, 1950
Albert A. Owens and William Sharlip

The book, Elementary Education for Adults, is dated by the pictures. No time allotments are made, nor is a teacher's guide included. The approach is primarily through the whole sentence.

The student first associates short sentences with pictures and then studies the individual words in the exercises. Handwriting is also taught early in the book. After a basic vocabulary has been established, work is given in spelling, recognition of signs, and phonics. In the last section of the book, stories of progressively greater length are introduced. Practice is also given in writing letters.

yes 1. materials have an adult appearance
yes 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
yes 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
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yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 28. includes teaching manual
no 32. provides means for self evaluation
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
no 44. illustrations are tasteful
no 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
no 50. layout design is pleasing

Baylor Book Store
The Literacy Center

READING THE EASY TV-WAY, 1960
Sallie E. Cook and Lucille E. Bayer

Reading the Easy TV-Way is a television adaptation of the Laubach approach to reading instruction. The Laubach method utilizes the similarity between familiar objects and letter shapes.

Pupils learn the sounds of the common consonants as they appear at the beginnings of words. For example, C is learned as C in cup (a heavy C is drawn as the outline of the picture of a cup). These words are then used in simple sentences and, finally, the words are combined in different ways for sentence variety. Letters are printed and the sentences learned are then copied.

The series provides only the preliminary instruction for a literacy program. The vocabulary introduced is quite restrictive. However, the three pamphlets might be used by a literate to encourage a non-literate to undertake a more complete literacy program. Reading the Easy TV-Way and Writing the Easy Way, a companion volume, are consumable. A trained teacher is not required.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
no 30. manual includes teaching methods
no 31. manual describes organization of material
no 32. provides means for self evaluation
no 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
yes 39. materials have been field tested
no 40. population upon which materials tested is described
no 41. results of field testing are reported
no 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

PROGRAMED READING FOR ADULTS, 1966
Sullivan Associates

The series includes five programed workbooks and teacher's manuals. The beginning pupil is assumed to have certain skills, such as ability to print letters of the alphabet. Pairs of words with similar elements are introduced for purposes of teaching word discrimination and the differentiation of short vowels. Pictures are used as word prompts. Pupils must, therefore, see the relationship between the object pictured and the word. Experiential and language limitations of adult beginning readers may make it desirable for the teacher to pay closer attention to pupil responses than the programed format would seem to indicate, particularly with the first book in the program. Dialect differences may require supplementary practice; and the word-ideas contained in certain pictures may require explanation, even though they generally appear to be clear and unambiguous. New words are learned as they are combined in a variety of common syntactical patterns. The workbook titles—Book 1, The Letters of the Alphabet; Book 2, The Sounds of the Letters; Book 3, From Words to Sentences; Book 4, Sentence Reading; and Book 5, Paragraph Reading—should not be taken as indicative of the development of discrete reading skills. The introduction of new words and phrases occurs in Books 2 through 5; some sentences are learned in Book 2.

No placement test is provided. Less experienced teachers may find it difficult to use the program with socially deprived pupils. The program is suitable for tutorial or group instruction; although the material is programed, a teacher is required.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
yes 13. materials programed
no 14. includes practice reading materials
yes 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
yes 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
no 31. manual describes organization of material
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
no 35. includes handwriting training and practice
yes 36. includes speech training and practice
yes 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
no 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
no 49. style of type is pleasing
yes 50. layout is pleasing

OPERATION ALPHABET, 1962
TV Home Study Book

Operation Alphabet is a whole word method workbook intended for use with the School District of Philadelphia home television series, which was developed to promote adult literacy. The series was designed to encourage adults to enroll in literacy programs, but the workbook has been used as a self-contained unit.

The book contains 100 one page lessons. Manuscript letter forms are taught in both upper and lower case, and printing practice is part of each lesson. Goals are modest; "...he will be able to recognize, understand and use more words. He will be able to read some signs and directions, and he will be able to write better."

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no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice reading includes comprehension questions
no 17. program difficult for adults
no 18. sequentially organized skill training
no 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 28. includes teaching manual
no 32. provides means for self evaluation
no 35. includes handwriting training and practice
no 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
yes 39. materials have been field tested
no 40. population upon which materials tested is described
no 41. results of field testing are reported
no 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

New Readers Press (also Macmillan Co.)

THE STREAMLINED ENGLISH SERIES, Revised edition, 1955
Frank C. Laubach

This is a non-programed series for class instruction by competent literacy instructors using the Laubach system. The Laubach literacy system utilizes the similarity between objects and letter forms. Pupils first learn to identify and to write letters through charts and a writing workbook. Lessons cover the more common spellings of the most useful sounds or sound groups, or the more common sounds associated with frequently encountered spellings. Upon successful completion of Streamlined English pupils have a vocabulary of approximately 1100 words. Continued growth is provided by a reader, short paperbacked supplementary readers, and a two-level weekly newspaper.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
yes 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods
no 31. manual describes organization of material
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
yes 39. materials have been field tested
no 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
no 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
no 50. layout design is pleasing

Noble and Noble Publishers, Inc.

ADULT BASIC EDUCATION SERIES, 1966

The approach to reading instruction is through the use of whole words and sentences. The material is not programed and no specific time is recommended for completion of the sequence. The 1966 revisions are in soft covers.

From Words to Stories, 1966
Mary L. Guyton and Margaret E. Kielty

The purpose of this book is to build a basic sight vocabulary by introducing new words and providing for repetition of known words in short, unrelated stories and review exercises. The book contains a "Suggestions for the Teacher" section which includes suggested techniques and instructional patterns for the lessons.

How We Live, 1966
Angelic W. Cass

This book may be used for beginning instruction. There is no apparent correlation with From Words to Stories, except that the approach is still through whole words and sentences. Initial sight words are introduced as labels for pictures. The rest of the book comprises short stories, word lists, comprehension and vocabulary usage exercises, and suggestions for writing practice. Much of the instructional task is left to the inventiveness of the teacher.

Your Family and Your Job, 1966

The book builds upon skills developed in How We Live and is designed to take the adult student beyond the beginning stage. Reading selections make use of an expanded vocabulary to make usage more natural. Exercises following the selections provide comprehension checks, instruction in grammar and usage, and occasion for written work. Emphasis is placed upon written rather than oral responses.

yes 1. materials have an adult appearance
yes 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
yes 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
yes 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice reading includes comprehension questions
no 17. program difficult for adults
no 18. sequentially organized skill building
no 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 28. includes teaching manual
no 29. manual includes lesson plans
yes 30. manual includes teaching methods
no 31. manual describes organization of material
no 32. provides means for self evaluation

no 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
yes 39. materials have been field tested
no 40. population upon which materials tested is described
no 41. results of field testing are reported
yes 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
no 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
no 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

Science Research Associates, Inc.

Reading in High Gear, Cycle I, 1964
Myron Woolman

Cycle I is a part of a three section (cycle) series, which the publishers say will lead to eighth grade reading proficiency when successfully completed. Cycle I includes two teacher's manuals and four consumable workbooks. The materials are partly programed and partly tutorial; the teacher reads prepared statements and supervises practice. Instruction begins at the readiness level. Letters are learned gradually and combined into short words, inflections and sentences. The sequence is, roughly, from most commonly to least commonly encountered sounds. Discriminating letters and discovering relationships between picture clues and words are important elements of instruction. Printing is taught. Short reading selections and puzzles provide for reading and printing practice.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
no 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
yes 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
yes 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
no 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
yes 28. includes teaching manual
yes 29. manual includes lesson plans
yes 30. manual includes teaching methods
yes 31. manual describes organization of material
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
yes 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
no 39. materials have been field tested
no 40. population upon which materials tested is described

no 41. results of field testing are reported
no 42. materials have been revised according to results of field testing
yes 43. illustrations augment instruction
no 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
no 47. materials are inexpensive
yes 48. materials are consumable
no 49. style of type is pleasing
yes 50. layout design is pleasing

Silver Burdett Company

BASIC READING SERIES

The Basic Reading Series is in the process of being published. The series is organized on four levels to provide for individual differences in ability. Level one will include six consumable text-workbooks and a Teacher's Edition. Supplementary materials will include flash cards, recordings, and projectuals. The intent is to bring the adult up to sixth grade reading ability.

BUILDING YOUR LANGUAGE POWER
Frank C. Laubach
Programed by William C. Wolf, Jr.

These programed materials are linguistic in approach and based mainly on visual and phonic discrimination of letters. An untrained reading teacher may administer the program because each student works mainly by himself. No specific time limits are set for the completion of the program.

Books 1-6

The program comprises six books with markers that reveal only a portion of a page at a time. By the end of the last book the successful student is able to read about 1300 basic English words at sight and to attack new words as well.

Printing is taught by superimposing a letter shape over a picture of a familiar object beginning with that letter. Gradually the picture and the letter shape are dissociated, and the student learns the letters and the words that are used repeatedly in the sentence pattern. In the second book the student moves from building his knowledge of letters and single words to parts of sentences. The sentences, although they embody many repetitions, are combined to tell interesting stories about the Hill family or convey information (e.g., safe working conditions in a factory). In the third book students are taught diacritical markings to enable them to pronounce words as well as recognize them in print. At this point, sentences are combined into paragraphs, giving the students the experience of reading complete passages. In the remaining books the students continue to learn phonic rules deductively with copious examples. In the last book the emphasis is upon story reading.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and re-socialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
yes 13. materials programed
no 14. includes practice reading materials
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
yes 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced

yes 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 27. vocabulary list analyzed according to frequency by standard list (note: #26): how many taken from 1st 500, etc.
yes 28. includes teaching manual
no 29. manual includes lesson plans
no 30. manual includes teaching methods
no 31. manual describes organization of material
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
yes 37. pupil works mainly by himself with minimum of teacher help
no 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

Steck-Vaughn Company

ADULT READER, 1964
M. S. Robertson

The Adult Reader is a single volume in which reading is taught by whole words and sentences. The material is not programed, and no time allotments are suggested.

Stories of increasing difficulty about one family are presented, followed by comprehension questions for each story. Word story consists mainly of learning to recognize words by sight. The student is given practice in cursive writing only. "Work Pages" of exercises and check tests for reading and handwriting are given throughout the book. There are no lesson plans, nor is there a teacher's manual.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and re-socialization
no 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
yes 16. practice reading includes comprehension questions
no 17. program difficult for adults
no 18. sequentially organized skill building
no 19. includes phonic skill training
no 20. includes context skill training
no 21. includes word analysis skills by word form
no 22. includes dictionary skills
yes 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 28. includes teaching manual
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual

no 39. materials have been field tested
no 43. illustrations augment instruction
yes 44. illustrations are tasteful
no 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

I WANT TO READ AND WRITE, 1965
Harley A. Smith and Ida Lee King Wilbert

The general approach taken in this single volume is through whole words and sentences. However, some word analysis skills are taught as the instruction progresses. The material is not programed, and time limits are not established for finishing the book.

The book includes a series of passages about social and economic topics, with sight words listed for each story. Oral discussion of the pictures and topics is encouraged, although no lesson plans for the teacher are given. Consonants are stressed as the primary cues in word recognition. Review lessons and tests are included. Practice is given in the mechanics of cursive writing as well as in the preparation of short compositions. The students are taught to write letters and checks.

yes 1. materials have an adult appearance
yes 2. covers mark the owners as illiterates
yes 3. contents reflect adult tastes and interests
no 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
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yes 21. includes word analysis skills by word form
no 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as Lorge or Mitzel list
no 28. includes teaching manual
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
no 39. materials have been field tested
no 43. illustrations augment instruction
yes 44. illustrations are tasteful
no 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
yes 47. materials are inexpensive
yes 48. materials are consumable
yes 49. style of type is pleasing
yes 50. layout design is pleasing

STEPS TO LEARNING, Book 1 and Book 2, 1965
The Editorial Staff: Burton W. Kreitlow, Consultant

This two volume series of workbooks is useful for either class or small group instruction. Lessons combine reading, writing, and arithmetic instruction. Sight word recognition is taught first, but phonic and structural analysis skills are also developed. A variety of practice activities is provided, including simple arithmetic problems, alphabetizing, and completion of commonly used forms. Review lessons are frequent. Cursive writing is taught in Book 1, printing in Book 2. This reverses the sequence typically followed with children, but with adults it makes good sense: the adult learns immediately to use "adult looking" letter forms and later learns the manuscript forms.

A list of all words introduced in each volume is provided. Placement within the program is difficult for there are no provisions for an entrance test; nor is a teacher's manual provided. It may be desirable to supplement the series with additional skill builders if the program aspires to more than basic competency. The series will require a competent literacy instructor as teacher. The format probably would appeal to a young adult audience.

yes 1. materials have an adult appearance
no 2. covers mark the owners as illiterates
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yes 4. contents reflect adult basic education need for acculturation and resocialization
yes 5. presents problems of social maintenance as filling in forms, keeping accounts, making time purchases
no 6. presents citizenship or civic responsibility content
no 7. presents problems of social adjustment
no 8. presents special information such as technical content suitable for specific trades or job descriptions
no 9. suitable for English as a second literate language class
no 10. placement test(s) included in materials
no 13. materials programed
yes 14. includes practice reading materials
yes 15. practice readings are short
no 16. practice reading includes comprehension questions
no 17. program difficult for adults
yes 18. sequentially organized skill building
yes 19. includes phonic skill training
no 20. includes context skill training
yes 21. includes word analysis skills by word form
yes 22. includes dictionary skills
no 23. includes other fact locating skills such as reading telephone directories
no 24. includes map or graph reading training
yes 25. includes list of vocabulary introduced
no 26. vocabulary taken from a standard frequency list such as the Lorge or Mitzel list
no 28. includes teaching manual
yes 32. provides means for self evaluation
yes 33. self evaluation is frequent
yes 34. self evaluation is part of learning program
yes 35. includes handwriting training and practice
no 36. includes speech training and practice
no 37. pupil works mainly by himself with minimum of teacher help
yes 38. group work supports the effort of individual
no 39. materials have been field tested
yes 43. illustrations augment instruction
yes 44. illustrations are tasteful
yes 45. illustrations are clearly and unambiguously related to text
yes 46. materials are durable
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LIST II

SUPPLEMENTARY SKILL BUILDING

List II includes items useful for augmenting reading skill development in an adult basic reading program. Some of the items should prove useful for aiding the development of word attack and word recognition skills; others are for the purpose of extending comprehension and interpretation abilities. The same general comments can be made about the supplementary skill builders as about reading programs. By their form, style and content they should be appropriate for adult literacy classes. It is particularly important that adults who need more practice and who consequently will need to utilize these additional materials should have access to suitable materials. Series names are set entirely in caps.

Allied Education Council

THE FITZHUGH PLUS PROGRAM, 1966
Drs. Loren and Kathleen Fitzhugh

The purpose of the sections pertaining to reading skills in the Language and Numbers Series is to develop perceptual readiness for reading and to build a basic sight vocabulary. The material is programed and moves at a slow rate, with much repetition. It should be used only with complete nonreaders or with students who are mentally retarded, brain-damaged, or emotionally disturbed.

American Southern Publishing Company

MANUSCRIPT FOR ADULTS, BOOK I
Lalia Phippe Boone

Using six basic strokes, the adult learns to print correctly. He completes simple sentences by supplying missing words, which provides practice in both reading and handwriting for the beginning reader. There are few instructions which would be difficult to read, so the adult learns to print mainly by using the basic strokes in imitation of given models.

California Test Bureau

LESSONS FOR SELF-INSTRUCTION IN BASIC SKILLS, 1963
Dr. Wayne F. Rosenoff, Project Coordinator

These programmed materials are intended to supplement any self-contained reading program. The branched program refers the learner for additional work when he makes an incorrect response. The student keeps his own records, so a minimum of teacher supervision is required. The program was written for children and is somewhat juvenile in appearance, but it may be used with adults. A Manual for Teachers is available; mainly, an explanation of how the program operates is given.

Detroit Public Schools
Division of School Relations and Special Services
Detroit, Michigan

Basic Reading Skills, 1965
Peggie F. Jones and Alice Adams

Written for the Manpower Development and Training Program in Detroit, this paperback workbook focuses on teaching pre-reading skills and on building a small sight vocabulary. After learning to print his name, address, and telephone number, the student practices visual discrimination of pictures and letters and reads some simple sentences related to work. Continued practice in printing is provided.

Detroit Public Schools Mimeographed Programs
Gordon Keller, Program Writer

Written for the Manpower Development and Training Program, the mimeographed programs include the following titles: On My Way to an 8 Hour Vocation, Alphabet Discrimination, Ap-

plication for Employment, Starting Fractions, and Supplements to LET'S READ. Although some references are made to Detroit, the programs could be used elsewhere as supplementary exercises or as guides for making up materials suitable to a particular area.

Educational Reading Aids Publishing Corporation (Cenco Educational Aids)

YOU CAN READ, 1966

The complete package includes a pacer, a workbook, and a teacher's guide. Rolls or programs are inserted into the pacer, which controls the rate of speed (reading rate) at which the material is revealed. The publisher claims that beginning instruction is at the early third grade level, and that by completion of the program the successful student is reading at the advanced fourth grade level. The program begins with a roll of instruction on various aspects of the dictionary. Phonics and structural analysis exercises and stories of increasing length which are adult in content are given later. Frequent reviews and comprehension tests on the stories are included.

Field Enterprises

THE CYCLO-TEACHER

The Cyclo-Teacher is a flat, circular device. The student writes his answers to questions on the program, and the answers appear when the program is advanced to the next slot. Only one student may use the device at one time. Although many programs are available, those most likely to be useful in a literacy class would be Using Letters in Words, designed to develop phonic skills, and the language arts cycles.

Jack Hood School Supplies Company, Ltd.

CHECK AND DOUBLE CHECK PUPILS' WORK BOOK IN PHONICS, 1963

Although these workbooks are intended for children, they may—with the probable exception of the first level book, which is too juvenile in format and content—be used with newly literate adults. Phonics rules are presented deductively, with copious examples, exercises, and illustrative drawings. Frequent tests are provided to insure that the student has learned the material. No initial test is given, because the student is assumed to have no knowledge of phonics skills.

ENGLISH REVIEW AND PRACTICE TESTS

Although the tests are intended for use with children in September to determine retention from the studies of the previous year, they could be used in adult basic education classes as the material is taught. In addition to English usage, the tests also measure reading and writing skills. The tests are valuable in that they can provide a rough guide to the functioning of students as well as measure knowledge of skills.

The King Company

You Can Read, 1956
Alice Kirkpatrick McMichael

First the student studies the difference in sound between the long and short vowels through association with drawings; then he learns the consonant sounds in different positions in the word. The format, although somewhat childish, would probably be acceptable to adults for supplementary work.

McGraw-Hill Book Company

Conquests in Reading, 1962
William Kottmeyer and Kay Ware

The workbook includes reading selections and exercises that enable the student to acquire phonics and structural analysis skills rapidly. Although the book is intended for children, it may be used as a supplement in an adult reading program. The Teacher's Edition provides background teaching aids and a list of supplementary materials.

New Practice Readers, 1962
Donald G. Anderson, Ardis Edwards Burton, Charles C. Grover and Clarence R. Stone

Although these readers are intended for children, they could be used in an adult literacy class. The factual stories are followed by questions that test comprehension of specific facts, implications, and the main idea. Vocabulary study is given both before and after the stories.

Step Up Your Reading Power, Book A, 1966
Jim Olson

Book A is written at the third and fourth grade reading levels, according to the label in the front cover of the book. Short reading selec-

tions about hygiene, job-hunting, and other important subjects are followed by comprehension questions.

Modern Curriculum Press

PHONICS IS FUN, 1963
Louis Krane

The three books in the series were written for children, but they can be used with adults who are beginning readers. Each page forms a self-contained unit, with the topic identified at the top of the page. Much practice and frequent review are provided. Association of sounds with the names of pictured objects is the most used instructional technique. A Teacher's Manual is provided for each book.

Noble and Noble Publishers, Inc.

Everyday English and Basic Word List for Adults, 1964
Angelica W. Cass

The purpose of the book is to teach a basic word list through stories. First the student studies a list of words with the teacher's help and then he reads a story in which they are used. Although the student is given some phonics rules, the approach is essentially through the whole word; phonics skills are not applied in the book unless the teacher chooses to do so on his own. Practical information is given, e.g., the students learn how to write letters and fill out forms.

Write Your Own Letters, 1964
Jeanette B. Rosenfeld and Angelica W. Cass

In this book students are given forms to follow in writing various kinds of letters. Likewise, the book provides a model content for certain types of letters, such as invitation, excuses for absence, and letters of sympathy. Students are also told how to send a telegram and write a check.

F. A. Owen Publishing Company

Charts

By stick figure illustrations and simple, easy-reading sentences the student learns some tips in the areas of health, manners, and safety. In addition to conveying content, the charts can be used for practice reading at the beginning level.

Peterson Handwriting System

Handwriting Legibility Kit, 1966

The student first learns to print and then to write by using colors to distinguish a new stroke from the part of the letter that he has already learned to form. The kit is self-instructional if the student can read the directions. If he cannot, he can follow the directional arrows with the teacher's help. The kit is definitely adult in orientation, and it contains sample forms, such as a Job Corps application, a voter registration form, a personal check, and the income tax short form.

Reader's Digest Services, Inc.

READING SKILL BUILDERS

These supplementary skill builders were written for children and include four books at the first grade level and three books at the second through sixth grade levels. The format is such that even the lower level books would be reasonably palatable to adults. The books include articles and stories that may be used for supplementary reading. Skill building activities, which follow the articles, include exercises in phonics, structural analysis, comprehension, and vocabulary development. Word counts are given for most articles, so they can readily be used for practice in speeded reading. A Teacher's Edition is available for each book.

Science Research Associates

NEW ROCHESTER OCCUPATIONAL READING SERIES, 1965
Herman R. Goldberg and Winifred T. Brumber

The textbook for the series, The Job Ahead, is available at three difficulty levels, ranging from very easy to intermediate grade level difficulty. Workbooks are available at each level. A Teacher's Manual provides lesson plans and word lists for each level of difficulty. The exercises include vocabulary development, word study, comprehension questions, phonics skills, practical mathematics, questions to personal guidance, and other information essential to the adult, e.g., job interviewing and completing income tax forms.

George Wahr Publishing Company

Remedial Reading Drills, Revised, 1965
Drs. Thorleif G. Hegge, Samuel A. Kirk, and Winifred D. Kirk

Although the book was originally intended for children—particularly slow learners—there are no pictures, so it has an adult appearance. The book includes a series of phonics drills. Consonant substitution is used extensively. Diphthongs, blends and phonograms are presented.

LIST III

SUPPLEMENTARY READING MATERIALS

The selected list of supplementary readings which follows is short, mainly because the incentive to publish in this field is fairly recent. Few, if any, readings adequately reflect the general aim of adult education, which is to stimulate the student's interests in himself and help him find a deeper insight into the problems of life as an individual or as a member of society. Adult basic education and adult education should have the same fundamental goal: to incorporate the mature individual into the broad social sphere. The aim of adult basic education should not be merely to make the individual fit for employment.

The world of the literate ought to be reflected in the materials he will first meet in print. If he expects this, he will be generally disappointed by their superficiality and their lack of seriousness. He may also note the similarity between easy reading materials for adults and materials for children.

Most of the supplementary readings do not contain a list of words used. This makes it difficult for the teacher accurately to assess their usefulness. Grade level estimates, where they appear, are inaccurate guides to reading difficulty, grade level itself is no guarantee that the materials will be compatible with grade levels designated in the various programs.

Series names are set entirely in caps.

Fearon Publishers, Inc.

TO BE A GOOD AMERICAN SERIES, 1965
Margaret W. Hudson and Ann A. Weaver

Although the series is intended for junior or senior high school students in classes for slow learners or the educable mentally retarded, it may be used with English-speaking or foreign-born adults who have some literacy skills. Included in the series are the following: Book 1, In Your Family; Book 2, In Your Community; Book 3, In Your State; and Book 4, In Your Country. The pages are removable to permit the teacher to use the book as he wishes. A manual, which includes a list of suggested supplementary activities, is available.

Follett Publishing Company

ACCENT EDUCATION, in press

The emphasis of the series is upon resocialization and personal guidance. New words are listed at the beginning of the selections and introductory questions are presented. The student is encouraged to use the new words in his own sentences and to study the guide questions. After reading a selection, the student answers questions which are aimed at personal guidance rather than at testing comprehension.

Garrard Publishing Company

DISCOVERY BOOKS
Dr. Mary C. Austin, Editor

This series of books, written at an easy (third grade) reading level, comprises well illustrated biographies of famous people. The books were written for children, but they probably would be palatable to adults.

FOLKLORE OF THE WORLD BOOKS

The folklore and myths of various countries are told in attractively illustrated hardback books. The books were written for children on the third grade reading level.

The George Washington University

The Automobile, 1965

Descriptions of the different models of cars are written in short sentences. Pictures help convey the meaning of the technical vocabulary.

Although the book does contain some difficult words and concepts, it would be possible for the beginning adult reader who was quite familiar with cars to read the book with some help.

Government Printing Office

BECOMING A CITIZEN SERIES, 1965

Included in the series are: Book 1, Our American Way of Life; Book 2, Our United States; Book 3, Our Government.

Although the series begins with a whole word approach, the lessons move very rapidly, allowing little practice. Writing is not taught, but opportunity for practice is provided. Oral discussion is also encouraged, making the series especially valuable for foreign-born students.

Books 2 and 3 would be useful, with help from the teacher, in explaining how the American community works. Comprehension questions, vocabulary development, and discussion questions are provided at the end of each reading selection.

PAMPHLETS FROM THE CHILDREN'S BUREAU

Written in simple English and well illustrated to convey meaning, these pamphlets discuss various aspects of child care. Two pamphlets, for example, are When Your Baby is on the Way and Your Baby's First Year.

PAMPHLETS FROM THE DEPARTMENT OF AGRICULTURE

Free or inexpensive pamphlets are available on a variety of topics. They are written in simple sentences and elementary vocabulary. Some titles which may serve as samples are the following: Eat a Good Breakfast, Removing Stains From Fabrics, First Aid for Flooded Homes and Farms, and Food for Families with School Children.

SANITATION SERIES: FEDERAL EXTENSION SERVICE

Written in simple English, the pamphlets cover topics relating mainly to hygiene. The essential points are well illustrated by diagrams and drawings, by which meaning is conveyed. Some sample titles are Drink Safe Water, How to Wash Your Clothes, Personal Cleanliness, and Wash Dishes Right.

Stories Worth Knowing and Stories for Today
Edgar Dale

Prepared for use with members of the armed forces, these paperback books contain short stories on a variety of subjects, not necessarily relating to the military life. The key words are listed before each story and comprehension questions follow.

Holt, Rinehart, and Winston, Inc.

Get Your Money's Worth, 1965
Aurelia Toyer

This story of a family that moves to the city includes many facts for consumers. Discussion questions are included.

Life with the Lucketts, 1965
Phyllis D. Morris

This is the story of an urban family that encounters a typical problem of city life when Mr. Luckett loses his job through automation and must seek a new one. Discussion questions follow each chapter to test comprehension orally and to involve the students in the story. New words are given at the end of each chapter and at the end of the book. The book is paperback and not illustrated.

The Thomases Live Here, 1965
Jocelyn Pretlow Goss

A paperback and part of the FIRST SERIES, the book is intended to be used as supplementary reading material with Learning to Read and Write. The new words are listed at the end of each chapter and again at the back of the book. There are no illustrations. The Thomases are a low-income rural family whose problems may be like those of some beginning adult readers. At the end of each chapter are discussion questions which project the students into the situations described in the book.

Measure, Cut, and Sew, 1965
Johnetta Starks

Although no word lists are included, comprehension questions are given at the end of each chapter and the book is illustrated to help convey the meaning. The book is written in simple sentences which outline the steps in sewing.

Institutional Book Service

FRONTIERS OF AMERICA BOOKS

This hardback series relates true stories from history. The books were written for children, on a third grade level of difficulty.

Koinonia Foundation

PAMPHLETS FROM THE KOINONIA FOUNDATION

Pamphlets on a variety of subjects are written on three levels, based on the Lorge-Thorndike Word List. The books are illustrated so that the central meaning is conveyed through drawings, and the new words are listed for study. Some of the titles are: A Boy and His Plants: A Story of George Washington Carver, A Dream Comes True, Eating is Fun, and Going to Have a Baby?

Lerner Publications Company

They Wouldn't Quit
Ravina Gelfand and Lethan Patterson

In fairly elementary language the stories of handicapped people are related. The book has an attractive hardback cover, but the illustrations do not convey essential meanings. An adult with limited reading experience would probably be able to read the book with some help.

McGraw-Hill Book Company

Our Constitution and What It Means, Third Edition (Simplified), 1965
William A. Kottmeyer

The Federal constitution is printed with notes of explanation and definition. The paperback book is well illustrated to convey the essential meaning, so probably the beginning adult reader could read it with some help. A list of words and their definitions is provided at the back of the book.

New Readers Press

The First Christmas Tree, 1961
Grace Bowman

The story is presented in simple sentences printed one per line. The beginning adult might need some help with the difficult words, but the story is familiar and probably appealing.

Good Manners in the United States, 1961
Bengt Simonsson and Earl Roe

This small paperback book outlines proper behavior in certain situations. Although the book contains helpful illustrations which convey meaning, the student might need some help with the reading task.

Heroes of Faith, 1959
Robert S. Laubach, Editor

This book is intended for adults who have completed Streamlined English, Revised, Part I. The words used are based on Streamlined English Word Lists. The introduction of new words is controlled, and they are listed at the end of each story.

How to Find a Job, 1959
Robert Francis and Sam Iftikhar

Suggestions are made about applying and interviewing for jobs. A sample application form is provided for practice.

News for You

A weekly newspaper, News for You, appears in two editions. Edition A is on the third reading level in the Laubach program, while Edition B is on the fourth. The paper not only covers the events of the week but also conveys important information about matters like health insurance and provides entertainment in crossword puzzles. The two editions could be used in a classroom where reading abilities vary, because both editions cover similar content. A Teacher's Guide is available.

Our United States, 1965

A short description of each of the states and territories is presented in this large paperback book. A glossary of difficult words is included in the back of the book. With a teacher's help, the book could be read by a beginning adult reader.

Our World is Small, 1964

International understanding is taught through pictures. The beginning adult reader should have no trouble reading this small paperback book, for the only reading material is in the form of one-sentence captions.

THE STORY OF JESUS, 1946
Frank C. Laubach

The three parts in the series are the following: Jesus' Birth and Ministry, Jesus' Death and Resurrection, and The Parables of Jesus. The beginning stories are printed in short sentences, one per line. At the end of the first book the Bible stories are printed in paragraph form. The stories continue, becoming progressively more difficult. New words are listed at the beginning of each story and at the end of each book.

Trouble and the Police, 1959
Nicholas Titus and Negash Gebremarian

In this small paperbook a conversation between two policemen and two citizens focuses upon various types of crimes and punishments. Although no vocabulary list is included, the words seem elementary and the illustrations convey much of the meaning.

We Honor Them, I and II, 1964-1965
Willie May Watson

These two illustrated paperback volumes contain short stories about outstanding Negroes. Words not listed in the Thorndike-Lorge and Laubach lists are defined at the back of Volume I and listed at the back of Volume II. Word games and supplementary activities are provided.

Why You Need Insurance, 1959
George Gillespie and George Wauyee

Through a story of a family, different kinds of insurance are discussed. Although short simple sentences are used, the student might need some help in reading the book because there are not many illustrations to aid in conveying meaning.

Noble and Noble Publishers, Inc.

How to Become a United States Citizen, 1963
Angelica W. Cass

Citizenship information is printed in numbered sentences, followed by comprehension questions, word study, simple grammatical concepts, and supplementary activities. A word list is included in the back of the book.

Live and Learn, 1962
Angelica W. Cass

Although the reading level is not prescribed, the book presumes some ability to read and write. The students first read a story and then answer questions to build comprehension skills, sight vocabulary, and knowledge of grammatical usage. Word attack skills are not taught.

The subject matter is likely to be of interest to both foreign-born and native American adults, for the book includes both procedures for acquiring citizenship and general information.

Family Life in the U.S.A., 1962

Comprehension questions, work on usage, sight vocabulary words, and oral discussion are provided for following selections. The student must possess some reading skill to use the book effectively.

Public Affairs Pamphlets

PUBLIC AFFAIRS PAMPHLETS

These inexpensive pamphlets, written at an easy reading level, convey pertinent information on a variety of subjects. Examples of the topics available include the following: Buyer, Be Wary! Your Health is Your Business, Smoking—The Great Dilemma, Parents' Guide to Children's Vision, and How to S-T-R-E-T-C-H Your Money.

Random House School and Library Service, Inc.

EASY-TO-READ-BOOKS

This series for children, written on a third grade reading level, includes books on a variety of scientific subjects. The books are attractively illustrated.

Reader's Digest Services, Inc.

ADULT READERS

The books in the series are divided into three reading levels, all within the basic reading range. Skill development exercises are included after each story. The books are well illustrated and appealing, with a general format that is similar to the Reader's Digest. An outline of the reading skills developed in each set of exercises and a discussion of the theme of each story are presented in the Teacher's Manual.

THE SCIENCE READERS

The articles, although intended to develop interest in science, also include work on comprehension skills, such as observing, getting facts, and drawing conclusions. The first-book—Green Book—is at the basic level.

Regents' Publishing Company

THE U.S.A. READERS

The first book in the series—The Land and the People—has a vocabulary range of 1200 words. The book is sparsely illustrated, but simple sentences are used to aid the new reader. After each chapter, in which the history and geography of a part of the United States is discussed, conversation and vocabulary exercises, which also serve as comprehension checks, are given.

Frank E. Richards, Publisher

FOUNDATION OF CITIZENSHIP
Bernard Shawn

This hardback book is in two volumes, which are bound together, with a duplicate word list at the back of each. The content covers a variety of topics, such as finding a job, evaluating student interests, budgeting, taxation, and suggestions for social conduct. The discussion questions emphasize good citizenship practices both within and outside the family. Although the reading material is fairly difficult for the beginning reader, the book may be used with teacher help. The illustrations also convey the crux of the stories. No suggestions for the teacher are given.

THE GETTING ALONG SERIES, 1963
Thomas Mooney

The reading instruction that is provided is by the whole word approach. The emphasis of the series is, however, upon good personal habits and citizenship. The books are especially oriented toward the interests of high school age students.

Some ability to read and write is assumed, for the students begin by studying spelling and correct usage. After reading a story of considerable length, which includes pre-studied words, they answer written and discussion questions which not only test comprehension of the story but also encourage good citizenship practices.

Happy Housekeepers, 1965
Helen R. Preve

The book may be used as practice reading material for women, especially those of high school age. The stories are followed by comprehension and discussion questions and supplementary activities. The content emphasizes household hygiene, etiquette, and maintenance. Some reading ability is required.

LIST IV

U.S. GOVERNMENT PRINTING OFFICE PUBLICATIONS

There are approximately 25,000 different factual publications currently available for sale from the Government Printing Office. Many of them are simply enough written and yet contain the type of usable technical information to suit the interests and needs of beginning adult readers. They can be utilized to supplement a skill building program. Pamphlets are published on a wide variety of topics, such as consumer information, hygiene, agriculture and forestry. Subject list of publications are available from the Superintendent of Documents upon request. The lists are revised annually.

The great majority of the items listed are relatively inexpensive. New literates should be encouraged to build a library of personal reference materials for themselves. Teachers may be able to make some of the pamphlets available as needed; or they may encourage students to purchase their own.

Two service publications are also available from the Superintendent of Documents: a free biweekly list of selected U. S. government publications and a monthly catalog of all publications, both of which may be purchased on an annual basis for $4.50.

The following alphabetized subject lists each contain many individual publications useful in basic literacy instruction. Numbers preceding the title names are part of the title.

50. American History

38. Animal Industry
    Farm Animals, poultry, and dairying

19. Army
    Field manuals and technical manuals

84. Atomic Energy and Civil Defense

79. Aviation
    Civil aviation, naval aviation, Air Force, National Aeronautics and Space Administration, technical reports and space

70. Census
    Statistics of agriculture, business, governments, housing, manufactures, minerals, population, and maps

71. Children's Bureau, and other publications relating to children and youth

62. Commerce
    Business, patents, trademarks, and foreign trade

86. Consumer Information
    Family finances, appliances, recreation, gardening, health and safety, food, house and home, child care, and clothing and fabrics

85. Defense
    Veterans' affairs

51A. Diseases
    Contagious and infectious diseases, sickness, and vital statistics

31. Education

68. Farm Management
    Foreign agriculture, rural electrification, agricultural marketing

28. Finance
    National economy, accounting, insurance, securities

21. Fish and Wildlife

65. Foreign Relations of U.S.

43. Forestry
    Managing and using forest and range land, including timber and lumber, ranges and grazing, American woods

15. Geology

36. Government Periodicals and Subscription Services

60. Guam, Puerto Rico, Samoa, and Virgin Islands

51. Health and Hygiene
Drugs and sanitation

72. Homes
Construction, maintenance, community development

11. Home Economics
Foods and cooking

67. Immigration, Naturalization, and Citizenship

55. Indians
Smithsonian Institution, Fine Arts Commission, archeology, ethnology

41. Insects
Worms and insects harmful to man, animals, and plants

59. Interstate Commerce

42. Irrigation, Drainage, and Water Power

10. Laws, Rules, and Regulations

83. Library of Congress

53. Maps
Engineering, surveying

58. Mines
Explosives, fuel, gasoline, gas petroleum, minerals

35. National Parks
Historic Sites, National monuments

63. Navy
Marine Corps and Coast Guard

33A. Occupations
Professions and job descriptions

44. Plants
Culture, grading, marketing, and storage of fruits, vegetables, grass and grain

54. Political Science
Government, crime, District of Columbia

81. Posters and Charts

82. Radio and Electricity
Electronics, radar, and communications

64. Scientific Tests, Standards
Mathematics, physics

78. Social Security
Industrial hazards, health and hygiene, pensions, safety for workers, workmen's compensation and insurance

46. Soils and Fertilizers
Soil surveys, erosion, conservation

37. Tariff and Taxation

25. Transportation
Highways, roads, and postal service

48. Weather, Astronomy, and Meteorology

LIST V

MATERIALS FOR TEACHING READING TO FOREIGN-BORN ADULTS*

Affiliated Publishers, Inc.
- FIRST STEPS IN READING ENGLISH, Christina M. Gibson and I. A. Richards, 1959
- English Through Pictures, Christina M. Gibson and I. A. Richards, 1965
- A First Workbook of English, Christina M. Gibson and I. A. Richards, 1965

Silver Burdett Company
- ENGLISH: YOUR NEW LANGUAGE, in press

Collier-Macmillan International
- ENGLISH 900, English Language Services, Inc., 1964
- ENGLISH THIS WAY, English Language Services, Inc., 1964

Fearon Publishers, Inc.
- TO BE A GOOD AMERICAN SERIES, Margaret W. Hudson and Ann A. Weaver, 1965

Government Printing Office
- BECOMING A CITIZEN SERIES, 1965
- OUR CONSTITUTION AND GOVERNMENT, 1965

Houghton Mifflin Company
- LEARNING THE ENGLISH LANGUAGE, English Language Research, Inc., 1963

McGraw-Hill Book Company
- ENGLISH FOR TODAY, National Council of Teachers of English, 1962
- Our Constitution and What it Means, Edition (Simplified), William A. Kottmeyer, 1965

Noble and Noble Publishers, Inc.
- Live and Learn, Angelica W. Cass, 1962
- How to Become a United States Citizen, Angelica W. Cass, 1963

Reader's Digest Services, Inc.
- READER'S DIGEST READINGS

Regents Publishing Company, Inc.
- English Step by Step—With Pictures, Ralph S. Boggs and Robert J. Dixson, 1965
- COMPLETE COURSE IN ENGLISH, Robert J. Dixson
- English in Action, Robert J. Dixson
- LEARNING TO USE ENGLISH, Mary Finocchario
- Beginning Lessons in English, Isobel Y. Fisher and Robert J. Dixson
- Second Book in English, Robert J. Dixson
- MODERN AMERICAN ENGLISH SERIES, Robert J. Dixson
- THE U.S.A. READERS, Robert J. Dixon and Herbert Fox
- AMERICAN CLASSICS, Robert J. Dixson
- Family Life in the U.S.A., Gladys Alesi and Dora Pantell, 1962
- Elementary Reader in English, Robert J. Dixson
- Easy Reading Selections in English, Robert J. Dixson

Frank E. Richards, Publisher
- Foundations of Citizenship, Bernard Shawn, 1965

Steck-Vaughn Company
- I Want to Learn English, Revised, Harley A. Smith and Ida Lee King Wilbert, 1965
- Learning and Writing English, Revised, M. S. Robertson, 1964
- My Country, Revised, Edwin H. Smith and Florence R. Lutz, 1964

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*Series titles are given in caps; single books are underscored.

LIST VI

A SELECTED LIST OF PUBLICATIONS USEFUL TO LITERACY INSTRUCTORS

Alesi, Gladys and McDonald, Mary C. Teaching illiterate adults to read, college-adult reading instruction (Perspectives in Reading No. 1). Newark, Delaware: International Reading Association, 1964.

Free and Inexpensive Learning Materials, 1966-1967 ed. Nashville: George Peabody College for Teachers, 1966.

Gray, William S. The teaching of reading and writing. Chicago: Scott, Foresman and Company, 1961.

Greenleigh Associates. Education rehabilitation: An evaluation of the adult basic education program of the state of Illinois. New York: 1965.

Harris, Albert J. How to increase reading ability. New York: David McKay Company, Inc., 1961.

Kottmeyer, W. Teacher's guide for remedial reading. St. Louis: McGraw-Hill Book Company, Webster Division, 1959

Lanning, Frank W., and Many, Wesley A. Basic education for the disadvantaged adult: theory and practice. Boston: Houghton Mifflin Company, 1966.

Mott Adult Reading Center. Teaching adults to read. Galien, Michigan: Allied Education Council, 1966.

The Office of Economic Opportunity. Catalog of federal programs for individual and community improvement. Washington, D. C.: The U.S. Government Printing Office, 1965.

Reissman, F. The culturally deprived child. New York: Harper & Brothers, 1962.

Smith, Edwin M. and Smith, Marie P. Teaching reading to adults. Washington, D.C.: National Association of Public School Adult Educators, 1962.

UNESCO, International Bureau of Education. Literacy and education for adults. XXVIIth International Conference on Public Education. Geneva, 1964.

Wallace, Mary C. Literacy instructor's handbook. Chicago: Follet Publishing Company, 1965.

PUBLISHER'S ADDRESSES

Affiliated Publishers, Inc.
630 Fifth Avenue
New York, New York 10020

Allied Education Council
P. O. Box 78
Galien, Michigan 49113

American Incentive to Read
2015 West Olympic Boulevard
Los Angeles, California 90006

American Southern Publishing Company
P. O. Box 408
Northport, Alabama 35476

Baylor Book Store
The Literacy Center
Box 6325
Waco, Texas 76700

Behavioral Research Laboratories
Box 577
Palo Alto, California 94302

California Test Bureau
Del Monte Research Park
Monterey, California 93940

Collier-Macmillan International
60 Fifth Avenue
New York, New York 10011

Croft Educational Services
100 Garfield Avenue
New London, Connecticut 06301

Educational Reading Aids Publishing Corp.
Cenco Educational Aids
Carle Place
Long Island, New York 11100

Encyclopedia Britannica Press
425 North Michigan Avenue
Chicago, Illinois 60611

Feardon Publishers, Inc.
2165 Park Boulevard
Palo Alto, California 94306

Field Enterprises
Merchandise Mart Plaza
Chicago, Illinois 60654

Follett Publishing Co.
1010 West Washington Boulevard
Chicago, Illinois 60607

Garrard Publishing Company
Champaign, Illinois 61820

Government Printing Office
c/o Superintendent of Documents
Washington, D.C. 20402

Harcourt, Brace and World, Inc.
Tarrytown, New York 10591

Harper and Row, Publishers
49 East 33rd Street
New York, New York 10016

Holt, Rinehart and Winston
383 Madison Avenue
New York, New York 10017

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Institutional Book Service
1224 Van Buren Street
Chicago, Illinois 60607

Jack Hood School Supplies, Ltd.
91-99 Erie Street
Stratford, Ontario, Canada

King Company (The)
2414 West Lawrence Avenue
Chicago, Illinois 60625

Koinonia Foundation
Box 5744
Baltimore, Maryland 21200

Lerner Publication Company
133 First Avenue
Minneapolis, Minnesota 55401

McGraw-Hill Company
Webster Division
Manchester Road
Manchester, Missouri 63011

David McKay Company, Inc.
750 Third Avenue
New York, New York 10017

Modern Curriculum Press
Berea Industrial Park
Berea, Ohio 44017

National Association of Public School Adult Educators
Washington, D. C. 20036

New Readers Press
Box 131
Syracuse, New York 13210

Noble and Noble Publishers, Inc.
750 Third Avenue
New York, New York 10017

F. A. Owen Publishing Co.
Instructor Park
Dansville, New York 14437

Peterson Handwriting System
Greensburg, Pennsylvania 15601

Public Affairs Pamphlets
381 Park Avenue, South
New York, New York 10016

Random House School and Library Service, Inc.
457 Madison Avenue
New York, New York 10022

Reader's Digest Services, Inc.
Educational Division
Pleasantville, New York 10570

Regents' Publishing Co., Inc.
200 Park Avenue, South
New York, New York 10003

Frank E. Richards, Publisher
215 Church Street
Phoenix, New York 13135

Science Research Associates
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